

Fine Arts Lessons- Grade 4

Lesson #1: Dancing with Purpose

Review the previous year's lessons about dance with your child. Ask them to point out all the reasons people dance: tell stories, share culture, participate in religious ceremonies, preserve history, express emotions, recreation, exercise, social dancing. Ask your child to discuss why dancing is important to them. What do they gain from it? Do they like dance? Do they dance with family or friends? Take dance classes? Take exercise dance classes? Do cultural dance? Does dance help them express emotions or tell stories?

Next, remind your child that people around the world dance. While dances from different locations may have different music, moves, or cultural aspects, dance is universal. We dance for the same reasons and use many of the same techniques, though dances from different places will reflect the culture they came from.

Finally, remind your child that, even in one location, there are many different types of dance. Ballet is very formal and stiff while hip hop is high energy and has a lot of bouncing movements. Social dancing is less formal and allows for freedom of expression and fun. Tap, jive, and clogging included a lot of foot movements while breakdancing moves the whole body. Contemporary dance is expressive and includes a mixture of slow and quick movements and extensions while line dancing requires dances to form a line and match each other's moves. Ballroom tango, waltz, swing, salsa, swing, and many others are taught in classes as they require specific movements, posture, and music. Cultural or religious dances will include movements and music that is important to those dancing. Native American dance often includes drums and a series of hopping moves. Indian dances include a lot of arm and hand movements. In New Zealand, the Haka is a dance that shows power and respect and includes a lot of stomping movements. The Hopak dance in Ukraine is very acrobatic and includes flips, leaps, and rolls.

Together, watch this [video](https://www.youtube.com/watch?v=jYG3s6lu-SI&t=51s) (<https://www.youtube.com/watch?v=jYG3s6lu-SI&t=51s>). As you learn about each dance, ask your child to point out different movements, styles, costumes, purposes, and interesting aspects they notice. Discuss the fact that each dance includes different movements and have a different purpose. After the video, encourage your child to learn more about different types of dance by researching a type of dance they are interested in. This can include online research through articles or videos, attending a dance class or performance at a local studio or theater, or interviewing someone who participates and is trained in that type of dance.

Standards taught:

4th Grade: 4.4.D.CO.1, 4.D.CO.4

Lesson #2: Dance Terminology

Review the following dance terms with your child, asking them to discuss some examples of each they saw in the video from the previous lesson. If needed, ask your child to watch the video again after discussing the terms, and point out an example of each.

Levels- In dance, there are three basic levels. Levels refer to how high or low the body is from the ground. Low level dancing requires the body to be low on the ground, even laying down. These movements often convey a feeling of dragging or being heavy. In the medium level, the dancer is usually standing and conveying movement of some kind. Often at this level, the dancer is moving across space, though not always. The high level in dance is usually conveyed by leaping, jumping, or being tossed into the air by another dancer. This level conveys lightness, ease, and joy.

Directions- The direction a dancer moves on the stage can also convey different emotions or parts of the story they are telling. Dancers may move forward, showing confidence, backwards, showing retreat, or across the stage. They may move straight left or right or in a diagonal motion. When many dancers are on stage, directions are limited based on the location of other dancers.

Pathways- Pathways are the directions and patterns a dancer moves in throughout the dance. If you were to draw a line across the stage behind the dancer's every movement, you would see the pathways or she used. Pathways may include movements that are straight lines, zig-zags, curves, or that use different levels. Pathways that are straight show a hurried or focused mood while pathways that curve or zig-zag show uncertainty or calm.

Focus- During a dance, the audience should be focused on the most important thing happening on stage. With a single dancer, the focus is usually on them. However, holding a prop can shift the focus from the dancer to the prop. When multiple dancers are on stage, the focus may shift from one to another by moving the person you want the focus on forwards, adjusting lighting, or freezing other dancers while the focus still moves.

Space- Dance space refers to the stage or performance area where the dance will be performed. Dancers have the opportunity to use the whole space in a series of movements and patterns to create the dance. When dancing with others, space must safely be shared and carefully planned so that all dancers have enough room to perform their movements without colliding with others.

Positive/Negative Space- In dance, dancers, props, and the set create positive and negative space. Positive space is anywhere the dancer's body, prop, or set fills. If your body is there, you are creating positive space. Negative space is anywhere the dancer's body or prop is not. The gap between your arms, the area below your body during a leap, or the space between dancers is negative space. With smart use of these spaces, dancers can convey different emotions or parts of a story through the use of both positive and negative space.

Locomotor/Non-Locomotor Movements- Dance is a series of movements of the body and body parts. Movement can be either locomotor, where the entire body moves from one space to another, or non-locomotor, where the space doesn't change but a body part moves while occupying that space. Locomotor movements, such as leaping, skipping, running, or spinning can show energy and focus the audience. Non-locomotor movements, such as moving the arms or a single leg, are often expressive of an emotion and can hone the focus even more.

Pattern- In dance, a pattern is a series of movements that are repeated over and over again. Dances often repeat certain steps in a pattern several times.

Choreography- In dance, choreography is the act of arranging steps and movement into a complete performance. Dances that are performed are often choreographed with pre-planned and rehearsed movements and steps that the dancer has memorized.

Tempo- The tempo of a dance is usually measured in beat per minute (BPM) and refers to the speed of the music and/or dance movements. Hip hop, for example, often has a faster tempo than contemporary or ballet style dances.

Energy- Dance energy can change from dance to dance or throughout the same dance. Energy refers to the movements, speed, and overall feeling of a performance. It is the way a dancer performs the dance. Some dances are high energy, with big movements, loud music, fast tempos, and an excited dancer. Others may have a slow energy, with quiet or slower music, focused and controlled movements, and more expressive dancer. Energy expresses emotions

behind the purpose or story of the dance. It can show anger, joy, sadness, struggle, or excited energy.

Together, discuss the following common dance moves. If you or your child are unsure about a certain move, look it up online. Then, watch this [video](https://www.youtube.com/watch?v=69A5LIBwXt4) (<https://www.youtube.com/watch?v=69A5LIBwXt4>) and ask your child to discuss the terms they just learned in relation to the video. Include looking for common dance moves, discussing the energy of the dance, patterns that you see, the use of space, levels, and pathways, and the types of movement. Finally, allow your child to explore other types of dance and name moves or point out aspects of those dances, too.

Common Dance Moves: pirouette, arabesque, plié, grapevine, leaps, rolls, twists, freeze/stalls, tendu, jeté

Standards taught:

4rd Grade: 4.D.R.1, 4.D.R.2,

Lesson #3: Dance Terminology Practice

Briefly review the previous lesson, allowing your child to discuss what they remember and going through each term. As the terms are discussed, ask your child to reflect upon how each aspect of dance helps establish the emotions, storyline, or overall feeling of a dance. Point out that movements, energy, tempo, space, directions, and patterns can help the audience understand what the dancers are saying through their dance. Use some of the example dances that your child found in the previous lesson to point this out.

Next, ask your child to spend some time dancing to different types of music. Play music/songs that are slow, fast, sad, happy, angry, determined, and that tell a story. Ask your child to listen to the music and decide with pathways, levels, movements, and patterns can help express the song to an audience. Allow your child time to experiment with different dance moves and methods for a time.

For the last two or three songs, use the questions on the following page, asking your child to show/explain their choices for each aspect of their improvised dance. Ask them to explain

how their choices contribute to the feeling or story and how they may change those choices or why they would keep them.

Standards taught:

4th Grade: 4D.CR.2, 4.D.CR.4, 4.D.CR.5, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.9, 4.D.R.1, 4.D.R.2

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Dance Questions

What is the overall tempo?

How does the tempo change throughout the song?

How do your movements and energy match the tempo and tempo changes?

Explain the energy level of your dance and how it helps convey the feeling that you want to share

How does your dance use the entire dance space?

Which shape do you make with your body that uses positive and negative space?

What pathways have you created?

Show me an example of each level (low, medium, and high) that you've used in your dances today. Explain how those level help the feeling or story.

How do the directions you use during your dance show the emotions or help tell the story?

How do your movements or freezes help the audience focus where you want them to?

Where in your dance today did you use a locomotor movement? Why did you choose this movement?

Where did you use a non-locomotor movement? How did this help the audience focus on the story of the dance?

Did you incorporate any patterns into your dance that were repeated? Why did you repeat this part?

Is there anything else you would like me to know about your dance?

Are there any changes you would make to your dance now that you've applied these questions?

Lesson #4: Choreography Part 1

Remind your child of the previous lesson, pointing out that dancers make specific choices in order to tell a story or share an emotion with their audience. Dance is an expressive art form and doesn't just happen. Many professional dances are choreographed ahead of time, with special attention to every aspect of the dance and how it relates to the overall theme.

Next, ask your child to listen to the following song from Nightmare Before Christmas: [This Is Halloween](#). If you think it is appropriate, your child may also want to watch a clip of the movie with this song.

Explain that Halloween is coming soon and they will be creating their own choreographed dance to celebrate. They will be using this song. Discuss the feelings (creepy, excited, fun), energy, tempo, and purpose of the song. What do they want their dance to convey?

Then, ask your child to use the questions on the following page to begin to plan their dance. Allow them time to run through the song a few times and write down their plans, as needed. Encourage them to experiment, change, and think about each move as they work.

Standards taught:

4th Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.7, 4.D.P.8, 4.D.P.9, 4.D.P.10, 4.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.2

Dance Choreography

What is the overall tempo?

How does the tempo change throughout the song?

How should your movements and energy match the tempo and tempo changes?

Explain the energy level of the music and your plans to convey the feeling that you want to share

How will your dance use the entire dance space?

Which shapes will you use in your dance that use positive and negative space?

What pathways and directions will you use? Why?

What levels will your dance be performed on? Explain how those level help the feeling or story.

How will you use movements or freezes help the audience focus where you want them to?

What types of locomotor and non-locomotor movements will you use? Why?

What patterns will you incorporate into your dance that are repeated? Why this part?

What costumes, make-up, or props will you use to make your dance ideas stand out?

Is there anything else you would like me to know about your dance?

Lesson #5: Choreography Part 2

Ask your child to continue to choreograph their Halloween dance, reflecting on the questions from the worksheet as they go. Provide feedback about different aspects of their work, praising creative choices and making small suggestions to improve. Encourage your child to continue to plan with purpose and finalize their dance choices. Record parts of their dance they are happy with to help them recall the choreography over the next few weeks. Your child may choose to dance solo or include siblings or friends in their dance and choreograph for the entire group.

Standards taught:

4th Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.7, 4.D.P.8, 4.D.P.9, 4.D.P.10, 4.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.2

Lessons #6-8: Rehearsal

Encourage your child (and others involved in their planned dance) to rehearse the dance your child has created. Allow time each day for your child to practice their planned dance moves and work to polish their dance for the final performance. Help as needed with set, props, and costumes that your child has chosen. Finally, encourage them to make invitations for their performance next week and send them out to friends and family, emphasizing a Halloween Kick-Off Celebration theme.

Standards taught:

4th Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.7, 4.D.P.8, 4.D.P.9, 4.D.P.10, 4.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.2

Lesson #9: Performance

When the chosen time comes, allow your child to prepare for, perform, and interact with the audience about their choreographed dance. Encourage your child to show confidence in their choices and do their very best when dancing. If you'd like, provide Halloween decorations, treats, or other fun to celebrate the coming of the Halloween holiday. Praise your child for their hard work and success and thank them for sharing their story with you.

Standards taught:

4th Grade: 4.D.CR.1, 4.D.CR.2, 4.D.CR.3, 4.D.CR.4, 4.D.CR.5, 4.D.P.1, 4.D.P.2, 4.D.P.3, 4.D.P.4, 4.D.P.5, 4.D.P.6, 4.D.P.7, 4.D.P.8, 4.D.P.9, 4.D.P.10, 4.D.R.1, 4.D.R.2, 4.D.CO.1, 4.D.CO.2

Lesson #10: Reading, Watching, and Reviewing Plays Part 1

Together with your child, attend a play in your community. This may be through a school, community theater, professional theatre, or a play recorded on video. Before attending, remind your child how to be a good audience (e.g. no talking during the play, watch intently, sit still, and proper responses). Discuss what drama is and why people put on plays, including the purpose of this particular play (e.g. historical, cultural, book adaptation, re-telling).

After watching the play, ask your child to review what they know about acting from previous years. Discuss the characters, setting, lighting, blocking, and plot of the play you watched. Ask your child to offer you feedback on how the performance went and how well the actors stayed in character and made the story believable. How would they have changed different aspects if they were the director?

Finally, ask your child to discuss how the play made them feel. Was there anything that reminded them of another work of drama (e.g. play, show, movie)? Was there anything in the play that reminded them of their own lives? What elements of the play made them feel certain emotions (e.g. music, lighting, special effects, acting).

Standards taught:

4th Grade: 4.T.R.1, 4.T.R.2, 4.T.R.3, 4.T.R.4, 4.T.R.5, 4.T.CO.1, 4.T.CO.2

Lesson #11: Reading, Watching, and Reviewing Plays Part 2

Over the next 10 days, spend time reading the Broadway plays found at this [website](https://broadwaylicensing.com/10-plays-you-can-read-as-bedtime-stories/) (<https://broadwaylicensing.com/10-plays-you-can-read-as-bedtime-stories/>) with your child. Discuss the characters, setting, themes, and plot of each story. Point out that these stories are all different and reflect different purposes and cultures. Ask your child how these plays may look on stage and what ideas they have to bring them to life as an actor/director. Ask your child to relate the plays to their own lives, discussing similarities that may help them understand the

story or characters better. Together, compare the ideas, characters, and plot of the plays as you read more.

If possible, attend or watch a recording of at least one of the plays with your child, reminding them of audience skills. Discuss how the actors brought the story to life and how it was similar to or different than the images they saw in their head as you were reading it aloud.

Standards taught:

4th Grade: 4.T.R.1, 4.T.R.2, 4.T.R.3, 4.T.R.4, 4.T.R.5, 4.T.CO.1, 4.T.CO.2

Lesson #12: Getting Into and Staying In Character

*Before the lesson, print and cut out the activity cards below. Place the character cards into one hat or bowl and the situation cards into another.

Review the play(s) you have recently watched with your child as well as other works of drama they are familiar with. Include movies and TV shows in this discussion. Ask your child to discuss their favorite and least favorite characters from each. Talk about what they like/don't like about the characters and what the actors did to make those characters stand out. Remind your child that actors are pretending to be the character and, in real life, may be very different from their character.

Discuss how actors build and create a character, pointing out that knowing your lines isn't enough. Actors must use the correct posture, tone, mannerisms, and words to convey the way a character might react to a situation, show emotions, and move the play along. Actors often spend time researching their characters and try to imitate how they might move and speak in real life. For example, a business man/woman may move in quick, purposeful lines across the stage while a child playing may zig-zag, curve, or become distracted by things on stage.

Next, use the activity cards to explain the lesson today. Choose two character cards and one situation card. Explain that, in a story, characters are faced with problems that they must get through. This requires a character to choose what to do. However, in drama, the actors must use what they know about the character to choose what their character would do. An alien flying into space on a rocket would act very differently than a human who has never been in space before. The alien would be calm and make logical choices while the human may be

excited, or afraid, and may not think as clearly. They would act differently, speak differently, and make different choices, even though they both faced the same situation. Use the cards you chose to discuss the characters and what choice they may make in the given situation. Discuss how they may feel, act, and sound in that situation. What might the two characters do differently? How might they work together? Would one be in charge while the other helped? Would they have different jobs? Would one run away while the other worked to solve the problem? Would they talk loudly or quietly? Move quickly or slowly? Relate their character choices to real-life situations. Explain that when your child is happy, they are loud and bouncy and speak a certain way. When they are sad they may be quiet or cry or move slowly. With your child, act out the scene, each taking one of the characters. Make it fun, telling your child that you are simply pretending to be a character and it doesn't have to be a perfect scene. Explain that this is called improvisation. In improv, you know the character, what they want, and how they feel. Then, you make up words and actions by pretending to be the character. Remind your child that they should be listening to the other character and working towards a solution to the problem together.

Continue the game, choosing two character cards and one situation card for each small improv scene.

Standards taught:

4th Grade: 4.T.CR.1, 4.T.CR.4, 4.T.CR.6, 4.T.P.1, 4.T.P.2, 4.T.P.3, 4.T.P.4, 4.T.P.5, 4.T.P.6, 4.T.P.9

Character	Character	Situation
teacher	child	the building is on fire
elephant	astronaut	it won't stop raining
princess	police officer	find a castle
dad	otter	lost in the forest
mail carrier	mermaid	a villain is threatening the city
dragon	dancer	they are bored and must find something to do
pizza shop employee	cashier	are moving to a new house
superhero	business owner	can't find their car

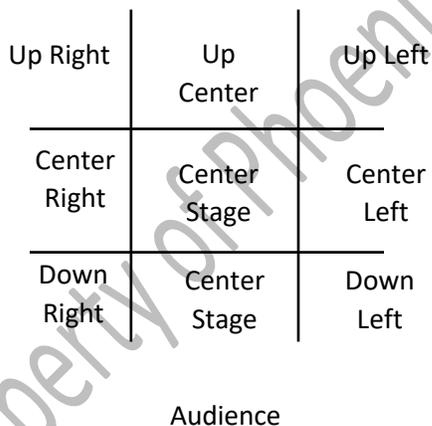
Lesson #13: Stage Directions and Audience Awareness

Review the following lesson with your child:

*Before this lesson, purchase this [book](#) or another like it, or find monologues appropriate to your child's age online

Together watch this [clip](#). Point out that the movement of each actress/actor helps tell the story. The characters' movement shows excitement as they prepare and arrive for coronation. It helps the audience understand what is happening, what is going to happen, and how each character feels about it. Point out that each character faces the audience as they move around, allowing the audience to see their facial expressions and hear their voices better.

Explain that moving around the stage is called blocking. Blocking is usually written onto an actors/actresses script and helps them understand how to interact with the audience, the props, and the other characters in a natural way. Blocking is explained by breaking the stage into 9 parts. Review the image below and discuss the different areas of the stage. Then, set up stuffed animals as an audience in the living room of your home. Ask your child to practice blocking by going to each of the stage areas as you name them aloud. Point out that they should always be facing the audience.



Finally, ask your child to choose a monologue from the book you purchased. Ask them to read through the monologue (or read it together) and discuss the character, emotions, and actions in the story. Then, ask them to perform the monologue for their stuffed animal audience adding blocking as they work through it. Ask them to explain how their movements convey emotion or further the plot.

Standards taught:

4th Grade: 4.T.CR.1, 4.T.CR.4, 4.T.P.1, 4.T.P.2, 4.T.P.4, 4.T.P.5, 4.T.P.6, 4.T.P.8, 4.T.P.9

Lesson #14: Write a Play Part 1

Tell your child that they will spend the next two weeks writing their own winter play. If they are ready, they may perform their play early (near Christmas) or they can perform it during lesson 18 at the latest (mid-January). This play may be Christmas themed, or simply include winter in some way but it must be your child's own work and story.

Tell your child that their play should have three acts (a beginning, a middle, and an end) and should include at least three characters, dialogue between the characters, a problem of some kind, and a resolution to the problem.

Encourage your child to use the worksheet below to help them plan out what will happen in their play. Then, use those notes to create stage directions and dialogue that helps their characters move through the plot. Over the next week, help your child write down their script, including stage directions.

Standards taught:

4th Grade: 4.T.CR.1, 4.T.CR.2, 4.T.CR.3, 4.T.CR.4, 4.T.CR.5, 4.T.CR.6, 4.T.P.1, 4.T.P.2, 4.T.P.4, 4.T.P.6, 4.T.P.8, 4.T.P.9

Writing a Winter Play

What happens in Act 1? (introduce characters, setting, and problem)

What happens in Act 2? (problem becomes really big and starts stressing out characters)

What happens in Act 3? (resolve problem and close story)

What are the 5 W's of your play?

Who? (Characters)

What? (Plot, what is happening)

Where? (Setting)

When? (Time it takes place/Time it the play covers)

Why? (What is the purpose of your play, what should the audience learn)

Write your script, including blocking and stage directions to reflect the ideas you've recorded on this page. Include dialogue between characters that helps the audience understand what is going on.

Lesson #15: Write a Play Part 2

Together, review and make corrections to your child's script as needed. Praise them for their story-telling and imagination. Ask your child to discuss casting, inviting friends and family members to be a part of their play or part of their audience.

Throughout the week, ask your child to design a setting, add props, create costumes, add sound effects/music and lighting as needed to their play. Encourage your child to run through the play, noting each aspect and supplies they need as they go. Work together to create a simple stage area with a background (e.g. sheets, cardboard, etc.), gather necessary props, build simple costumes for each character, and find sound effects and/or lighting options they may need.

Finally, encourage your child to plan at least two rehearsals in the next two weeks and invite their other actors to join them at these times.

Standards taught:

4th Grade: 4.T.CR.1, 4.T.CR.2, 4.T.CR.3, .T.CR.4, 4.T.CR.5, 4.T.CR.6, 4.T.CR.7, 4.T.P.1, 4.T.P.2, 4.T.P.3, 4.T.P.4, 4.T.P.5, 4.T.P.6, 4.T.P.7, 4.T.P.8, 4.T.P.9

Lesson #16-17: Rehearsal

Over the next two weeks hold your child's planned rehearsals. Encourage your child to lead, directing their actors and perfecting the play together. Help your child listen to feedback from others as they work, encouraging them to listen to all ideas and make the best decisions for everyone. When they feel ready to perform, allow your child to invite an audience.

Standards taught:

4th Grade: 4.T.CR.1, 4.T.CR.2, 4.T.CR.3, .T.CR.4, 4.T.CR.5, 4.T.CR.6, 4.T.CR.7, 4.T.P.1, 4.T.P.2, 4.T.P.3, 4.T.P.4, 4.T.P.5, 4.T.P.6, 4.T.P.7, 4.T.P.8, 4.T.P.9

Lesson #18: Performance

Hold the official performance of your child's play. Include your invited audience and encourage your child to support the other actors and present their drama. You may want to provide a treat or small gift for each actor as a thank you. Praise your child for their hard work, perseverance, and success!

Standards taught:

4th Grade: 4th Grade: 4.T.CR.1, 4.T.CR.2, 4.T.CR.3, 4.T.CR.4, 4.T.CR.5, 4.T.CR.6, 4.T.CR.7, 4.T.P.1, 4.T.P.2, 4.T.P.3, 4.T.P.4, 4.T.P.5, 4.T.P.6, 4.T.P.7, 4.T.P.8, 4.T.P.9

Lesson #19: Types of Music

Explain that today we will be starting our unit on music. Point out that, like drama and dance, music has specific purposes and intents and can convey emotions and stories with or without words. Music is an important part of celebrations, religious ceremonies, storytelling, teaching, and processing emotions. It allows us to communicate in a universal way that isn't subject to language barriers or other challenges because everyone can listen to music and understand the feelings behind it. Different dynamics, tempos, and rhythms are used to create different imagery and emotions.

Remind your child of audience etiquette (quietly listening, staying seated during performances, etc.) and explain that these manner apply to musical performances as well. Some performances are more reserved (e.g. orchestra performance) while others allow for movement and dancing (e.g. rock concert). Ask them to discuss performances they may have seen live or on video. Talk about the types of music they heard, what the audience was doing, how they felt as they listened, and what stories the music told.

Next, spend time together listening to the musical samples below (or ones from your own life). Discuss the emotions, stories, intent/purpose, and elements of the music.

[Four Seasons. Antonio Vivaldi.](#) – a celebration of each of the seasons and the movement of time between them. Note the changes in music and how they reflect each season

[Wedding March. Felix Mendelssohn.](#) – originally written for a play, now used during weddings

[7 Years. Lukas Graham.](#) – a reflection of life and how quickly it moves

[Defying Gravity. Wicked](#)- written for a Broadway play to reflect the choice between social norms and what is morally correct

[The Next Right Thing. Kristen Bell](#)- written for a scene in Frozen 2

[Chain Breaker. Brothers of Metal](#)- rock song telling a story from Norse mythology

[Star Spangled Banner. Francis Scott Key](#)- national anthem of the US

[1, 2, Buckle My Shoe. Nursery Rhyme](#)- written to help children learn to count

Standards taught:

4th Grade: 4.M.R.1, 4. M.R.3, 4.M.R.4, 4.M.R.5, 4.M.R.7

Lesson #20: Musical Intent

Review the songs from the previous lesson, asking your child to reflect on their thoughts and feelings as well as the intended purpose of each song. Then, reflect on how those songs have become an important part of culture over time and how they may be seen differently by those who listen to them than by those who wrote them. Talk about the differences in culture, experiences, and interests that may influence the differences in opinion about intent and use.

Next, discuss the music dynamics, rhythm, and tempo and point out how each of these elements leads the listener to feel or understand something about the artist. Discuss the fact that sad songs are often slower while happy songs have a bouncy, quick tempo. Rock songs may be louder while children's songs are usually performed in a happy, but quiet way. Use Four Seasons as an example of how different imagery and emotions come to mind as the elements of the music change.

Finally, ask your child to create a visual representation of their feelings or thoughts as they listen to a few of the songs. This may be a drawing, painting, or movement through dance. Allow your child to express how music makes them feel and what colors or pictures they see as they listen. Point out that what they understand or like about the music may be different from what others see. However, the feelings and emotions are often the same.

Standards taught:

4th Grade: 4.M.CR.2, 4.M.P.1, 4.M.R.6, 4.M.R.8, 4.M.CO.3

Lesson #21: Elements of Music and Its Effect on Development

Review the terms below and what they mean, playing the different types of songs below and discussing the impact of each element on the feeling, meaning, and story the music is telling:

Dynamics- In music, dynamics refer to the volume at which the music is played. Dynamics are represented by Italian terms and symbols. They allow for a piece to have a certain energy and/or emotion. Softer played music is often seen as more gentle and calm (e.g. lullaby) while louder music has a higher energy and may convey stronger emotions (e.g. joy, anger). Piano is quiet while forte is loud.

Tempo- Tempo is the speed at which music is played. Tempo has an effect on the emotions, feelings, and energy of the music. A song played slowly (lento) is usually softer and calmer while a song played quickly (allegro) has a higher energy and is usually associated with a stronger emotion. Tempo is tracked by counting the beats per minute and contains a variety of speeds, usually outlined with Italian terms at the start of the music. As you listen to the following music, ask your child to clap out the beat and define the tempo as lento (slow) or allegro (quick).

Articulations- Articulations can be added throughout music and attached to a single note or a series of notes. These instructions tell the person playing that these parts of the music are played differently and emphasize this part of the music. This can include rests (where no music is played), staccato notes (which are played for a shorter amount of time), legato (where notes are played smoothly with no silence between), and other articulations.

These expressive elements, together with the musical notes themselves, can add emotion, depth, and energy to a piece. Changing these elements alters how a piece of music sounds to the audience and can change the feeling altogether.

[Lullaby](https://www.youtube.com/watch?v=bhQIAML-CXg&t=6s) (<https://www.youtube.com/watch?v=bhQIAML-CXg&t=6s>)

[Ad/Movie Song](https://www.youtube.com/watch?v=JRAJTmaKwXA) (<https://www.youtube.com/watch?v=JRAJTmaKwXA>)

[Thunder Struck](https://www.youtube.com/watch?v=v2AC41dglNlM)-Rock Song (<https://www.youtube.com/watch?v=v2AC41dglNlM>)

[Love Song](https://www.youtube.com/watch?v=CWG-GDfejmY&t=5s) (<https://www.youtube.com/watch?v=CWG-GDfejmY&t=5s>)

[Sad Song \(https://www.youtube.com/watch?v=GKiLqHJFMK0&t=41s\)](https://www.youtube.com/watch?v=GKiLqHJFMK0&t=41s)

[Story Song \(Something There That Wasn't There Before - Beauty and the Beast - YouTube\)](#)

Tempo Change Songs – [here](#) and [here](#) (https://www.youtube.com/watch?v=wEb_H_E7E-g&t=3s) (<https://www.youtube.com/watch?v=ihgvGPIskXE&t=3s>)

Finally, discuss the impacts of music and songs on development. Point out that music can help us with personal development by allowing us to explore emotions, tell our stories, and express ourselves in ways words may not be able to. Discuss the fact that music also allows our brains to develop in different ways and can help with memory, reduce stress, and help us make connections to other aspects of our lives. Music also provides for our social development. Music is used in celebrations, religious ceremonies, storytelling, and education. It's a part of dance and many gatherings include music. It helps humans connect and share emotions. Review the examples above and discuss how each song may help us connect to others and/or improve ourselves.

Standards taught:

4th Grade: 4.M.P.2, 4.M.P.3, 4.M.CO.1, 4.M.CO.2

Lesson #22: Musical Markings

*Before this lesson select a simple example of sheet music from a song they know well (e.g. Happy Birthday Song, song from their favorite movie, traditional song, Christmas song). Print this music and have it ready for the lesson. You may also want a simple instrument (e.g. drum, bell, tambourine) for this lesson, though you can simply use your hands to clap instead.

Briefly review the previous lesson with your child, listening to some of the songs again and discussing the elements of each and how those elements affect how the audience understands and hears the music.

Next, show your child the sheet music, asking them to tell you what they know about this particular piece. Point out the title at the top, the composers name (if applicable), and the musical notes. Next, explain that there are symbols throughout the music that mean different things. When composers write music they use these symbols to represent dynamics, tempo, notes, expressions, special instructions, and pauses just as a writer uses letters to create a

book. The music notes are important, but the other symbols and instructions tell the person playing the music exactly how it should sound.

Using the example on the following page, locate the tempo and dynamics instructions, usually located between the title and the start of the musical notes. Together, look up the meaning of any words you don't know. If possible, use a metronome (or metronome app) to set the tempo. Next, point out the marking known as the Time Signature. This tells you how many beats are in each measure. A measure is denoted by straight vertical lines through the music (see image). The top number of the time signature tells you how many beats are in each measure. Together, count a line of music from your sheet music (see example in image, final line).

For more info on counting beats per measure, see the video [here](#) ([How to Read Music - Episode 4: Counting and Clapping - YouTube](#)). Together, practice counting and clapping music with 2, 3, and 4 beat counts. If possible, allow your child to play a simple instrument along with their counting beat.

Standards taught:

4th Grade: 4.M.P.7, 4.M.P.8, 4.M.P.9

Property of Phoenix Home

Happy Birthday

Title

Tempo
Moderately

Words and Music by
Franz and Michael J. Metz

Time Signature

Music Notes
Lyrics

Happy - gy birth - day to you. Happy - gy

Chords: C, G

Time Signature: 3/4

Measure

birth - day to you. Happy - gy birth - day day

Chord: C

Happy - gy birth - day to you.

Chords: F, Dm, C, G, C

Fingerings: 1, 2-3, 1+2, 3, 1, 2, 3, 1, 2, 3

*See inside

Lesson #23: Singing Traditional Songs

Review the following lesson with your child, reminding them that music and songs are an important part of culture and is included in celebrations, gatherings, storytelling, education, religious ceremonies, and is a way to document history.

Introduce each of the following song concepts and ask your child to sing along to each type.

Partner Songs: Watch the video [here](#) and sing along with one or more of the songs. Ask your child what a partner song is after the video.

Descants: Explain that a descant is a countermelody sung above the original melody. It is common in Christmas songs and you hear it when adds a second song or phrase above the original words. Listen to the example [here](#) (starting around 2:16) with your child. Ask your child to sing along with one part of the song in the video, then ask them to identify the descant.

Layered Ostinatos: In a layered ostinato, two or more beats are present at the same time. This allows for a textured musical piece and adds interest. An example can be found in this [video](#). Ask your child to sing each part of this layered ostinato separately. Then, ask them to choose a part and sing along with a friend or family member who chooses a different part.

Parallel Harmony: A parallel harmony includes two or more melodies played at the same time. These melodies run in parallel (or always the same distance apart) notes. Listen to a parallel harmony [here](#).

Rounds: A round is a song that is sung by two or more people. One person starts while the next person waits. Then the second person starts the beginning of the song as person one keeps going. An example of a round can be found [here](#). Ask your child to choose one part and sing along after watching the video a time or two.

Call: A call song is sung by the first person and answered by another person or group of people. They may repeat what is said or sing a pre-determined response. An example can be found [here](#). Ask your child to sing the second (audience) part along with the video.

Standards taught:

4th Grade: 4.M.P.4, 4.M.P.6

Lessons #24: Writing Music and/or Lyrics

Throughout this week, encourage your child to compose a musical piece and/or write a song with a purpose. Remind them what they have learned about tempo, energy, dynamics, articulations, and other expressive elements. Talk about the examples they've heard and how changes in the music help to convey the writer's purpose. Discuss with them what they want their music to convey (an emotion, a story, etc.) and which expressive elements they can add to their composition to get that across to their audience. Encourage them to experiment until they get their composition/song where they want it. Your child may also want to hold a session with other musicians in your friends/family group and work as a group to create their piece.

Standards taught:

4th Grade: 4.M.C.1, 4.M.C.2, 4.M.CR.3, 4.M.CR.4, 4.M.P.3, 4.M.R.8, 4.M.CO.2

Lesson #25-26: Rehearsals

Allow your child to use these two weeks to polish their piece and practice for their performance. Encourage your child to keep working and offer feedback where their music clearly helps the audience understand their purpose and any changes they might want to think about making to better fit their intent. If working in a group, encourage the children to rehearse together and alone throughout this time.

Standards taught:

4th Grade: 4.M.C.1, 4.M.C.2, 4.M.CR.3, 4.M.CR.4, 4.M.CR.6, 4.M.P.10, 4.M.P.3, 4.M.R.8, 4.M.CO.2

Lesson #27: Performance

Allow your child (and their group) to perform their piece for an audience. Give them time to discuss the purpose and/or story of their piece and receive feedback from their audience. This may be an in-person family event, video call with friends or family, or they may want to invite friends. Ask everyone to dress up, provide treats, or decorate to make this a special event.

After the performance, praise your child for their hard work and point out a few things that you noticed that went really well. Ask your child for their own feedback on the process of

composing, practicing, and performing. What went well? What would they do differently next time? What are they most proud of?

Standards taught:

4th Grade: 4.M.C.1, 4.M.C.2, 4.M.CR.3, 4.M.CR.4, 4.M.CR.6, 4.M.P.10, 4.M.P.11, 4.M.P.3, 4.M.R.8, 4.M.CO.2

Lesson #28: Visual Arts and Purpose

Explain that today we will begin our unit on visual arts. Visual arts include works that are meant to be seen and looked at such as paintings, drawings, sculptures, photographs, and architecture. Visual arts use several different mediums and can have multiple purposes (e.g. a beautiful building is meant to be seen and admired as well as used to live or work in).

Together, look through the images of different types of visual arts below. Discuss what you each notice about the pieces. Talk about shapes, textures, colors, possible purposes, and the emotions, feelings, or things they make you think of. Discuss the media used (e.g. is it a painting, a marble sculpture, a metal sculpture, a photograph, a work of digital art, or something different? Why do you think the artist created it? What are they sharing through their art? Point out that each artist had an idea, story, or emotion to share while creating the piece.

*Do not discuss the context of each piece during this lesson. Simply allow your child to discuss their own interpretations and impressions and the reasons they think the piece makes them think/feel that way.

[The Struggle Against World Terrorism](#) by Zurab Tseretelim)

[Starry Night](#) by Vincent van Gogh

[The Last Supper](#) by Leonardo Da Vinci

[Water Lilies](#) by Monet

[Love is in the Bin](#) by Banksy

[Frozen II Poster](#) by Disney

[WWII Concentration Camp](#) Image by Unknown

[Poseidon of Melos](#) by Unknown

[Basket](#) by Mary Holiday Black

[Number 1A](#) by Jackson Pollock

Standards taught:

4th Grade: 4.VR.2, 4.VR.3, 4.V.CO.2

Lesson #29: Culture, Time, and Place

Using the images from the previous lesson, ask your child to review what story and/or feeling they thought each piece was trying to convey. Then, go through each piece individually, sharing the information below. Talk about the artist, the time period, the subject matter, the cultural influences, and the time/place in which these pieces were created. Finally, discuss how the context changes how your child sees the works of art. Point out that knowing about the author and the world around them when they created a piece gives more information and may change the feelings or ideas that are perceived when observing it. Discuss how each element of the piece points to the artist's purpose or intent (e.g. color, texture, shape, medium, display, etc.)

The Struggle Against World Terrorism was created after the attacks of Sept. 11th in the United States. Also known as the *Tear Drop Memorial*, this artwork was created by a Russian artist and depicts a torn column with a single tear drop at its center. At the foot are name plates that list those who lost their lives in the attack.

The famous *Starry Night* by Vincent van Gogh was painted as he looked out of his window in an asylum. Van Gogh admitted himself to the asylum seeking help after suffering from depression and a breakdown that led him to cut off his own ear. Though van Gogh did not like his own painting, it has become well-known since his death. The interpretation of it, however, is unknown. It shows the night sky just before sunrise, including the moon and Venus, and an imaginary village.

The Last Supper depicts the Biblical story of Jesus Christ and his apostles sharing a final meal before his crucifixion. Many Christians believe that it was at this dinner that Christ began the ritual of communion or sacrament, eating bread and drinking wine in remembrance of Him.

Water Lilies is one in a series of over 200 such paintings by impressionist Claude Monet. He often painted flowers in his garden despite suffering from cataracts. Monet's paintings are known for capturing the feeling rather than super-realistic representations of the subject.

Originally a painting found on the streets of England, this painting depicted the silhouette of a girl reaching out as a red, heart-shaped balloon flew away from her. The artist, known for pop-up paintings and murals, copied his original onto a framed painting. The copy was then sold at auction. When the auction closed, a mechanism hidden within the frame shredded half of the painting, leaving it hanging from the bottom of the frame. Many people wondered why an artist would shred his work, while some wondered if it was a statement about the price paid for artwork and social commentary. However, the work was renamed *Love is in the Bin* and is rumored to be more valuable after the shredding than before.

This *Frozen II* poster was created as an advertisement for a movie. It depicts characters in the film, the date it was released in theaters, and subtle hints as to what the movie is about. This type of art is meant to raise interest and excitement in upcoming movie releases.

During WWII many horrible things happened. However, the worst of the war was found in concentration camps where Jews (and others not welcome in society) were kept in horrible conditions until their death. These prisoners worked daily, were fed very little, had no healthcare, had thin, cold clothing, and were forced to sleep on hard wood slats in cramped conditions. Many worked until they were too weak or too sick, at which point they were either died or were killed. When Allied soldiers discovered these camps, they were ordered to document the conditions there with photographs so that the world could never deny the horrors that had taken place. This photo shows men at a concentration camp, starved and wearing little clothing despite the cold weather.

Poseidon of Melos is a marble statue depicting the Greek god of the sea. Behind the god is a dolphin and missing from his hand is a trident, a symbol of the god. Poseidon is muscular and exemplifies the Greek ideal for fitness and power. Many statues of gods were made throughout Greece to honor the gods.

Mary Holiday Black was a Navajo basket weaver. The Navajo (a Native American Tribe) are known for weaving and the detailed designs they put into clothing, baskets, and tapestries. Black worked to learn traditional basket weaving from a friend of her grandmother and then taught her own children. Her beautiful baskets, new designs, and improved techniques brought the skills and art of basket weaving back to the Navajo tribe she lived in after the skill started to die.

Jackson Pollock was a modern artist who rarely named his paintings, but rather gave them numbers, in the hopes that viewers would interpret them in their own way. He is known for his drip paintings, a revolutionary method in his time, and uses shapes, lines, and colors to convey emotions and messages that are unique to each viewer. His unique painting style is seen as a kind of revolution against the rules and norms of traditional painting and representative of freedom of expression.

Standards taught:

4th Grade: 4.VR.2, 4.VR.3, 4.V.CO.1, 4.V.CO.2

Lesson #30: Indoor Displays

*Print three copies of the rubric on the following pages. These will be used for lessons 30-32 Together, visit a local art museum and/or art gallery with your child. Remind them of proper etiquette (e.g. quietly observe, don't touch art, etc.) and allow them to linger on pieces they find interesting. Encourage your child to learn the context of the art by reading display plaques, talking with artists, asking questions, or looking online for more information. Discuss how the pieces are protected and displayed, why they like the pieces they linger on, and what elements of art help convey the message of the piece. Discuss steps the museum has taken to protect and display the art (e.g. frames, glass cases, UV protection, space around each piece).

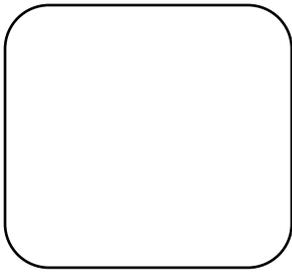
Ask them to choose three pieces they are particularly interested in and answer the questions on the rubric below for each one.

After the trip, point out art you have displayed art in your own home. Discuss the purpose of each piece in your home and point out that, unlike the museum, this reflects your own values and style.

Standards taught:

4th Grade: 4.V.P.1, 4.V.P.2, 4.V.P.3, 4.V.R.4,

1.



Draw or add a picture of the piece in the box above.

What is the subject of the piece?

What is the context (place, time, story, title)?

Are the lines and shapes in the piece soft and calming or sharp and intense?

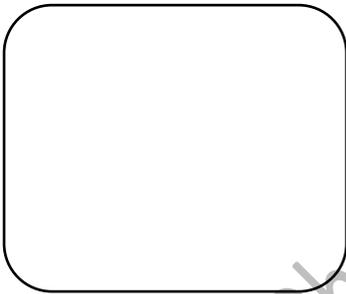
What colors help convey the mood or intent? _____

What do you feel when looking at this piece? _____

What aspects make you feel this way? _____

What do you note about the form, texture, depth, or patterns of the piece? _____

2.



Draw or add a picture of the piece in the box above.

What is the subject of the piece?

What is the context (place, time, story, title)?

Are the lines and shapes in the piece soft and calming or sharp and intense?

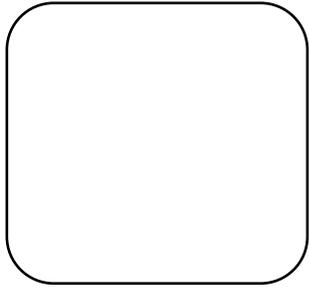
What colors help convey the mood or intent? _____

What do you feel when looking at this piece? _____

What aspects make you feel this way? _____

What do you note about the form, texture, depth, or patterns of the piece? _____

3.



Draw or add a picture
of the piece in the box
above.

What is the subject of the piece?

What is the context (place, time, story, title)?

Are the lines and shapes in the piece soft and calming or sharp and intense?

What colors help convey the mood or intent? _____

What do you feel when looking at this piece? _____

What aspects make you feel this way? _____

What do you note about the form, texture, depth, or patterns of the piece? _____

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Lesson #31: Outdoor Displays

Using the second copy of the rubric you printed in the previous lesson, repeat the process, this time visiting an outdoor art display. Examples of this may include statues around your city, a well-known architectural structure, a sidewalk art presentation, an outdoor museum, or a large mural. Point out the different challenges to preservation and presentation and how the artist or caretaker of the piece has addressed those issues.

Standards taught:

4th Grade: 4th Grade: 4.V.P.1, 4.V.P.2, 4.V.P.3, 4.V.R.4

Lesson #32: Digital Art

Using the third copy of the rubric you printed, repeat the process, this time exploring digital art. This may include digital artists, photographers and photo editors, social media posts, or advertisements and marketing. Some examples can be found at [this \(https://www.artchive.com/art-mediums/digital-art/artists/\)](https://www.artchive.com/art-mediums/digital-art/artists/) website. Discuss the preservation and presentation challenges to this art form (e.g. saving digital forms and prints, using digital platforms to share, etc.) and the unique things that this art form can do.

Standards taught:

4th Grade: 4th Grade: 4.V.P.1, 4.V.P.2, 4.V.P.3, 4.V.R.4

Lesson #33: Painting and Sketching

Over the next week, ask your child to create both a sketch and a painting of the same subject of their choice. This may be in watercolor, acrylic, charcoal, pencil, etc. Encourage your child to begin with an idea, story, or feeling they want to convey to those who will view their piece and remember the elements of pieces they've observed in the past few weeks and how those help convey the message. Help your child with proper care and storage of their tools, provide feedback to help them achieve their intent, and then allow them to display their finished art around your home.

Standards taught:

4th Grade: 4.V.CR.1, 4.V.CR.2, 4.V.CR.3, 4.V.CR.4, 4.VR.1

Lesson #34: Sculpting

Over the next week, encourage your child to choose a subject for a sculpture. Ask them to re-evaluate the statues they've seen and discuss the elements that help point viewers to the purpose of the work. They may use playdoh, air dry clay, paper mache, wire, leather, recycled materials, or wood. Their piece should be 3D and reflect their intent. Help your child with proper technique and care of their tools. Encourage them to reflect on the elements of their piece and how those reflect their intent, allowing for revisions as needed.

Standards taught:

4th Grade: 4.V.CR.1, 4.V.CR.2, 4.V.CR.3, 4.V.CR.4, 4.VR.1

Lesson #35: Digital Art

Over the next week, ask your child to try their hand at digital art. Remind them that digital art allows for imaginative and creative ways to express intent, story, or emotion. Encourage them to try a digital program (e.g. Photoshop, Adobe, Canva, etc.) as well as photography. Instruct them in proper care of materials, tools, and artwork and allow them to be creative in how they tell their story or share their feelings.

Standards taught:

4th Grade: 4.V.CR.1, 4.V.CR.2, 4.V.CR.3, 4.V.CR.4, 4.VR.1

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